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Community Engagement in the Liberal Arts:
How Service Hours and Reflections Influence Course Value

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Abstract

Background: In response to critics' charges that the liberal arts lack practical value, most colleges have incorporated service-learning in their curricula. Ideally, these service-learning activities not only benefit the community, but also enhance the course's (1) pedagogical effectiveness as well as the students' (2) civic engagement and (3) professional development.

Purpose: This investigation uses a survey to measure the extent to which service-learning in community engagement courses at a liberal arts college achieved these three outcomes.

Methodology/Approach: Specifically, we parsed the influence of service hours and reflection activities on 740 students' ratings of pedagogical effectiveness, civic engagement, and

professional development. **Findings/Conclusions:** The results suggest students in community engagement courses that included at least 15 service hours and three different types of reflections reported significantly greater outcome achievement than those with fewer hours or reflections.

Moreover, class discussions and individual conversations were rated the most effective types of reflection activities. **Implications:** Based on these findings, we provide some best practice

suggestions for service hours and reflection activities in liberal arts community engagement courses.

Keywords: Service-Learning, Community Engagement, Interdisciplinary Research, Survey/Questionnaire, Liberal Arts

Community Engagement in the Liberal Arts:

How Service Hours and Reflections Influence Course Value

Historically, the liberal arts were designed to educate the whole person, refining students' abilities to think critically and solve problems across a wide range of disciplines. In modern times, however, some critics have charged that the liberal arts are elitist, archaic, and fail to prepare students for life outside the classroom (Nelson, 2017). In response to these charges, many liberal arts institutions have invested significant resources in the development of experiential learning curricula such as community-engagement courses that include service-learning activities (Freeland, 2009). This trend has been supported by a large and growing body of research suggesting service-learning is a high impact pedagogical practice that enhances student learning in a diverse variety of courses, majors, and programs (Kuh, 2008; Warren, 2011). Additionally, this line of research indicates service-learning may cultivate students' civic engagement (Knapp, Fisher, & Levesque-Bristol, 2010). Finally, service-learning may also provide students with hands-on experiences that enhance their professional skills and marketability (Bringle, Clayton, & Price, 2009).

While this emphasis on service-learning is generally laudable, research on the ways in which service-learning is best practiced in the liberal arts is largely limited to its broader, more abstract applications. For instance, there is nearly universal agreement that service-learning should be directly aligned with both community needs and course outcomes; integrated throughout the course; and include reflections grounding the work in course content as well as the students' civic engagement and professional development (Eyler & Giles, 1999; Eyler, 2002; Hatcher, Bringle, and Muthiah, 2004). However, there is a dearth of research providing recommendations for more specific course design elements, such as the amount of time students

should devote to service work or the different numbers and types of reflection activities that may maximize course outcome achievement.

This investigation attempts to begin filling this gap in the research by analyzing the influence of specific service-learning activities on the effectiveness of a diverse set of community engagement courses at a liberal arts college. Specifically, we analyzed student survey results to parse the influence of service hours and reflection activities on ratings of course outcome achievement in terms of pedagogical effectiveness, civic engagement, and professional development. Based on this analysis, we suggest a pre-reflection adaptation of the Experiential Learning model and provide some best practice principles for the optimal number of service hours and reflections in liberal arts community engagement classes.

Theoretical Framework

Service-learning's origins are grounded in experiential learning theory, which was most famously first conceptualized by Dewey (1938) in his arguments against the traditional education model that was based on rote memorization and the one-way transmission of knowledge. In sum, Dewey (1938) contended that education should be participatory, directly connecting students with their communities through active participation in experiences as well as critical reflections on the ways in which those experiences influenced their thinking. This progressive model of education was presented in stark contrast to the image of academia's disconnected and isolated ivory towers wherein the sage-on-the-stage or spectator model of education persists to some extent even in today's classrooms.

Experiential Learning Model

More recently, Kolb and Kolb (2005) developed an Experiential Learning Model that integrated Dewey's arguments for action and reflection with Lewin's (1946) action research

action process and Piaget's (1985) dynamics of assimilation and accommodation. This model is based on Experiential Learning Theory's propositions that education is a dialect, recursive, generative, and holistic process resulting from "synergistic transactions between the person and the environment" (Kolb and Kolb, 2005, p. 194). Accordingly, learning is not an outcome, but "the process whereby knowledge is created through the transformation of experience" (p. 194). This knowledge creation process requires students to: (1) have concrete experiences, (2) reflect on those experiences, (3) analyze how the experiences influenced their formulation of new ideas, and then (4) actively experiment with those new ideas in new situations (Kolb and Kolb, 2005). In particular, service-learning has been identified as a form of experiential learning that engages students in hands-on experiences and focused reflections to increase their achievement of learning outcomes (Eyler, 2009).

Service-Learning and Community Engagement

Although service-learning first appeared in 1967 in reference to a college internship program (Sigmon, 1979), it was not until the formation of the Campus Outreach Opportunity League (now defunct) and Campus Compact in the mid-1980s that service-learning became more widely espoused as an experiential learning tool that enhances college curricula (Kenny & Gallagher, 2002). Moreover, the Association of American Colleges and Universities (AACU), a national organization dedicated to advancing liberal education, identified service-learning as one of its 10 high-impact practices in 2007.

This emphasis on and support for service-learning spurred the development of community engagement curricula across a wide range of college programs and courses. As service-learning became more popular, attempts to define it have varied dependent upon the source and its particular focus or aims. When defining service-learning in liberal arts community

engagement courses, Bringle and Hatcher's (1995) definition is probably the most fitting since they explain it is: "a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (p. 112).

Service-Learning and Liberal Arts Outcomes

Traditionally, the liberal arts prioritized undergraduate student learning and civic engagement to a greater extent than other higher education models more focused on graduate research or career preparation. Over the past several decades, however, the lack of student engagement with liberal arts courses as well as the ascendance of the transactional view of college as a place for career preparation have disrupted this model (Lagemann, 2003). In response to this disruption and the subsequent closing of multiple liberal arts colleges, advocates have attempted to reframe this education model and encourage incorporation of service-learning in the curriculum (Rhoads, 2003).

Pedagogical Effectiveness. The AACU's designation of service-learning as a high impact practice was based on a growing body of research that indicates this pedagogical practice engages students in more robust learning experiences, builds collaborative and positive learning environments, and enhances their achievement of course learning goals (Kilgo, Sheets, & Pacarella, 2015; Levesque-Bristol, Knapp, & Fisher, 2010; Ricke, 2018). Indeed, service-learning's pedagogical value is one of the most frequently cited benefits of incorporating community work into college curricula (Warren, 2011). Moreover, service-learning may make liberal arts courses more engaging for students since it fosters collaborations and applies course

content to the real world, two of the AACU's (2007) most important goals for enhancing the value of liberal arts education.

Civic Engagement. In addition to enhancing pedagogical effectiveness, scholars argue that service-learning is an effective tool for developing students' abilities and commitments to full participation in democratic societies. For example, Celio, Durlak, and Dymnicki's (2011) meta-analysis found that students enrolled in service-learning classes reported significantly greater gains in civic engagement compared to control groups. Likewise, Wilder, Berle, Knauff, & Brackmann's (2013) research on service-learning's long-term effects indicated alumni who participated in community work as part of their college curricula were more likely than alumni who did not participate in such work to continue their civic engagement activities after graduation. Civic engagement is also one of the liberal arts' traditional core values and the AACU's (2007) high impact practices are designed to enhance students' citizenship skills.

Professional Development. Research on service-learning's professional outcomes suggests that students perceived that their experiences developed their collaboration, communication, leadership, and other professional skills across a wide variety of disciplines (Colakoglu & Sledge, 2013; Hand, et al., 2018; Hébert & Hauf, 2015; Koch, Ross, Wendell, & Aleksandrova-Howell, 2014; Lester, 2015; Levesque-Bristol & Stanek, 2009; Peterson, Wardwell, Will, & Campana, 2014; Weiss, Hajjar, Giordano, & Joseph, 2016). While the liberal arts have been traditionally focused on fostering the students' personal, spiritual, and civic development, the AACU's (2007) recent emphasis on high impact practices such as service-learning have reframed liberal education to include more applied learning practices. These efforts to engage students with solving community problems has converged with the increasing pace of business disruptions and technological innovations so that many employers now focus

more on applicants' critical thinking, collaboration, and communication skills than on more specialized, technical training that can occur on-the-job (NACE, 2019).

Research Questions

While there is a robust body of literature analyzing the ways in which service-learning may benefit the students, most of the best practice recommendations remain rather abstract. For instance, most scholars agree that the students should engage in meaningful work in their communities, but there is no consensus on the amount of time students should devote to service work during the course. Further, recommendations for the optimal numbers and types of reflections are limited and mixed, even though research indicates that reflections are critical elements of service-learning (Barnes & Caprino, 2016; Eyler, 2002; Hatcher, Bringle, & Muthiah, 2004; Kessler & Burns-Whitmore, 2011; Mitchell, et al., 2015; Molee, Henry, Sessa, & McKinney-Prupis, 2011).

Service Hours and Reflection Activities

Service Hours. The requirement that students complete service work is the most basic, distinguishing characteristic of community engagement courses. Further, the practice of counting service hours is common and frequently the basis for institutional claims about the value of their educational experiences and their service to the community. However, research on the relationship between service hours and course outcomes is limited and unclear. Moreover, in those studies that did account for service hours, many are case studies of specific courses related to professional training. Finally, some research suggests that any simple, direct, and positive effects of service hours may be fully mediated by student experiences of social empowerment or course elements such as reflections (Knapp, Fisher, & Levesque-Bristol, 2010). Thus, we asked:

RQ1: How does the number of service hours influence (a) pedagogical effectiveness; (b) civic engagement; and (c) professional development?

Reflection Activities. The positive relationship between reflections and the course's pedagogical value is well-documented (Eyler & Giles, 1999; Eyler, 2002; Gibson, Hauf, Long, & Sampson, 2011; Ricke, 2018; Molee, et al., 2011; Barnes & Caprino, 2016). Additionally, research indicates that there is a direct, positive relationship between reflections and civic engagement outcomes such as attitudes toward diversity, civic action, social equality, social responsibility, personal responsibility, and citizenship (Brown, Wymer, & Cooper, 2016; Werder & Strand, 2011; Wium & De Plessis, 2016). When examining the relationship between reflections and professional development, however, most of the research is conducted at the disciplinary level, and largely focused on students pursuing pre-professional studies. For example, a study of physical therapist students indicated that reflections may increase student ratings of skill development (Anderson, Taylor, & Gahimer, 2014). Another study of engineering faculty indicated that reflective processes enhanced the students' professional readiness (Tucker, et al., 2014). There are many additional studies that indicate discipline-specific service-learning increases students' professional skill sets and leadership development (Beck, Chretien, & Kind, 2015; Colakoglu & Sledge, 2013; Hand, et al., 2018; Hébert & Hauf, 2015; Koch, et al., 2014; Lester, 2015; Levesque-Bristol & Stanek, 2009; Peterson, et al., 2014; Weiss, et al., 2016; Werder & Strand, 2011), but their influence in the liberal arts context remains unclear. Thus, we asked:

RQ2: How do reflection activities influence (a) pedagogical effectiveness; (b) civic engagement; and (c) professional development?

Method

Procedure and Questionnaire

Following Rollins College Institutional Review Board (IRB) approval, a survey of students (N = 740) completing community engagement courses with service-learning components was conducted at this southeastern U.S. liberal arts college during the 2017-2018 and 2018-2019 fall and spring semesters. The student respondents completed the anonymous, online questionnaire using Qualtrics software in the last week of each semester. The distribution of community engagement courses across the disciplinary divisions included 12 in the humanities, 10 in the social sciences, four in the sciences, and eight that were interdisciplinary.

The liberal arts college's community engagement support staff developed and administered the survey questionnaire as an instructor feedback and program assessment tool. The questionnaire began with an informed consent form and included items asking students to verify that they were at least 18-years-old; to identify their course, instructor, community partner, and college year. The questionnaire also included items assessing the students' civic engagement levels before taking the community engagement course. The items used to measure the independent and dependent variables in this study are detailed below

Independent Variables: Service-Learning Activities

Service hours. The student respondents indicated the number of community engagement hours completed in the course, which were categorized as 10, 15, 20, 25, and 30 or more.

Number of reflection activities. The student respondents indicated the number and type of reflection activities completed in the course, including: class discussions; individual conversations with classmates, faculty, or community partners; journaling, blogging, or other reflective writing; academic papers; and art-based assignments.

Dependent Variables: Course Outcomes

Pedagogical effectiveness. Respondents indicated their level of agreement on a five-point Likert scale with four items assessing the extent to which service-learning activities strengthened their (a) relationships with their instructor and (b) relationships with classmates; (c) helped them better understand course content and (d) applications of the subject matter to everyday life (Cronbach's Alpha = .75).

Civic engagement. Respondents indicated their level of agreement on a five-point Likert scale with four items assessing the extent to which service-learning activities (a) benefited the community; (b) made them more aware of the community's needs; and increased their (c) commitment to continue volunteering; and (d) intercultural comfort (Cronbach's Alpha = .77).

Professional Development. Respondents indicated their level of agreement on a five-point Likert scale with four items assessing the extent to which service-learning (a) helped them understand their strengths and weaknesses; (b) influenced their major and/or minor choice; (c) made them more professionally marketable; and (d) helped them define what they would like to do professionally (Cronbach's Alpha = .82).

Results

Our research questions asked how the community engagement courses' service hours and reflection activities influenced the students' ratings of course outcome achievement. To answer these questions, we performed a multivariate analysis of variance test with service hours and reflection activities as the independent variables and the three outcomes, pedagogical effectiveness, civic engagement, and professional development, as the dependent variables. For RQ 1, which asked how the number of service hours influenced students' ratings of the three outcome variables, the MANOVA results indicated that the students' mean ratings of

pedagogical effectiveness, $F(4, 740) = 11.27, p < .01$, civic engagement, $F(4, 740) = 4.07, p < .01$, and professional development, $F(4, 740) = 6.48, p < .01$, were significantly different across the service hours categories. Moreover, as shown in Table 1, post-hoc Bonferroni tests indicated students who completed 10 service hours in the community engagement course reported significantly lower pedagogical effectiveness, civic engagement, and professional development scores compared to students who completed 15, 20, 25, or 30 or more service hours, $p < .05$.

(INSERT TABLE ONE ABOUT HERE)

The second research question asked how reflection activities influenced students' ratings of (a) pedagogical effectiveness, (b) civic engagement, and (c) professional development. As shown in Table 2, the results of the multivariate analysis of variance test indicated that the mean scores for pedagogical effectiveness, $F(4, 740) = 16.63, p < .01$, civic engagement, $F(4, 740) = 13.46, p < .01$, and professional development, $F(4, 740) = 9.78, p < .01$, were significantly different across the reflection categories. Moreover, post-hoc Bonferroni tests indicated students who completed one or two reflections reported significantly lower pedagogical effectiveness, civic engagement, and professional development scores compared to students who completed three, four, or five types of reflections, $p < .05$.

(INSERT TABLE 2 ABOUT HERE)

In addition to testing how the number of reflections influenced students' ratings of course outcome achievement, we also wanted to explore how specific types of reflections were related to those variables. Further, we wanted to ensure that neither service hours nor reflection activities fully mediated the direct influences we measured in answering the first two research questions. Thus, we constructed a series of regression models with pedagogical effectiveness, civic engagement, and professional development as dependent variables and reflection types (class

discussions, individual conversations, reflective writing, academic papers, and art projects) as well as service hours as independent variables. As shown in Table 3, class discussions and individual conversations exerted the greatest influence on pedagogical effectiveness, with art projects, academic papers, and reflective writing also exerting significantly positive, if less powerful, influences. Similarly, when examining the influences of reflections on civic engagement and professional development, class discussions were the best predictors, while individual conversations and reflective writing were also significantly and positively related to those outcomes, but academic papers and art projects were not. Further, the regression models indicate that service hours remained a significant predictor of course outcome achievement when controlling for reflections.

(INSERT TABLE 3 ABOUT HERE)

Discussion

Overall, our results suggested that students who completed fewer than 15 service hours or three types of reflection activities reported significantly lower pedagogical effectiveness, civic engagement, and professional development scores than those who completed more hours or types of reflection activities. Additionally, we found that all types of reflection activities were positively related to pedagogical effectiveness, but that academic papers and art projects were not significant predictors of civic engagement and professional development scores.

Implications

First, our analysis supports previous research emphasizing the value and importance of reflections. Indeed, Eyler's (2001) statement that, "reflection is the hyphen in service-learning" (p. 35), appears to be an accurate characterization of the relationship between community engagement activities and students' ratings of course outcome achievement. For example, we

found that the number of reflections exerted much greater effects than service hours on students' ratings of course outcome achievement. Specifically, students who completed 25 service hours reported 9.7% increases in pedagogical effectiveness scores compared to those who completed 10 hours, the largest increases shown in Table 1. Alternately, students who completed four reflection activities reported 16% increases in pedagogical effectiveness scores compared to those who completed only one reflection activity, the largest increase shown in Table 2. This pattern is repeated at similar, but marginally smaller levels, when comparing the influences of service hours and reflection activities on civic engagement and professional development.

In addition, our results suggested that students in community engagement courses that included multiple and specific types of reflections reported the greatest outcome achievement. This finding also suggests that relying on only one final project reflection or solely one type of reflection activity may limit the course's pedagogical effectiveness as well as the students' civic engagement and professional development compared to courses that used several modes of reflections throughout the course. In particular, class discussions and individual conversations among students, instructors, and community partners appeared especially predictive of course value, indicating that students benefit from multiple perspectives on their service-learning practices. This finding supports previous research indicating that class discussions and reflective writing (Levesque-Bristol, Knapp, and Fisher, 2010) as well as individual conversations (Mitchell, et al., 2015) maximized course value. Further, it is important to note that these activities allow students to both express their own thoughts and experiences as well as learn from those of their classmates, instructors, and community partners. This finding supports a growing body of research suggesting that two-way reflections, or dialogic reflections, that include both

expression and listening benefit students through exposure to multiple perspectives more than one-way reflections, or expressive reflections (Sturgill & Motley, 2014).

Our survey did not ask students to indicate the times at which they completed their reflections, but finding that multiple reflections significantly enhanced course value supports Eyler's (2002) suggestion that reflections should occur before, during, and after the community service work. Although the Experiential Learning Model shows that the concrete experiences should come first, Eyler (2002) suggests that pre-reflections be incorporated into the course before the students' community experiences. These pre-reflections may best be conducted first with class discussions preparing the students for their work and clarifying its goals. Indeed, when instructors clarify the intentionality, connections, and purposes of the service work in pre-reflections, students may better understand who, what, where, when, why, and how they are expected to engage with their communities. Moreover, eliciting students' assumptions, expectations, and previous experiences, or exploring their "hopes and fears" (Eyler, 2002, p.523), may identify misperceptions to address and provide students with a broader appreciation of the issues, populations, or organizations involved in the service work. Next, during the service work experience, individual conversations among students, instructors, and community partners can reinforce the connections between the community engagement activities and course outcomes. Additionally, written reflections following the DEAL model may be used to structure student reflections after they have completed various stages of their service work (Ash & Clayton, 2004; 2009). This DEAL model requires students to describe their experiences objectively, examine the experience in the context of course outcomes, and articulate how the experiences influenced their learning (Ash & Clayton, 2004: 2009).

Finally, students consistently reported the lowest outcome achievement scores for professional development across all service hours and reflection activities categories. This finding suggests that students are failing to understand the connections between their service-learning activities and their professional skills and marketability. Moreover, this finding may serve as a call-to-action for instructors to make those connections more explicit to their students through reflection activities that allow them to incorporate their experiences into their oral and written professional narratives used in job interviews, resumes, and cover letters.

Limitations and Future Research

Although these findings are compelling, there are some important considerations to note. First, we analyzed the results of student surveys, so some caution in the use of self-reported data must be advised. For instance, it is possible that the students' responses were influenced by social desirability even though the surveys were completed anonymously and online. Further, the students' perceptions may not directly match those of the instructors or the community partners. Moreover, we analyzed the data in this study on the aggregate level, so particular differences in student responses in specific courses and disciplines, or with particular community partners or instructors, may have been overlooked. Although all the courses at the institution of study were approved by a panel of community engagement scholars, quality control measures were limited. That is, different faculty administer service-learning in different ways and, subsequently, there are discrepancies in the ways that different courses implement service-learning. That said, this study's purpose was to analyze the results across a wide variety of liberal arts courses, so these limitations are a result of this framework.

Other limitations include the lack of demographic items in this first iteration of our institution's questionnaire, which was originally designed by the community engagement support

staff and has since been updated to include these items. Nonetheless, this questionnaire's lack of demographic items may be considered a study limitation because prior research suggests the students' genders, ethnicities, and family incomes may also influence course outcomes (Fredericksen, 2000). Additionally, we did not analyze other individual-level variables such as pre-existing levels of civic engagement or college year mentioned in this study's method section because our prior analysis indicated these endogenous student characteristics were not significant influences on the dependent variables when accounting for course characteristics (Painter & Howell, 2019). Thus, this investigation analyzed the influence of two particular course characteristics, service learning hours and reflection activities course, on pedagogical effectiveness, civic engagement, and professional development. Since some scholars have criticized service-learning as a pedagogy of whiteness and colonialism (Mitchell, Donahue, and Young-Law, 2012; Bocci, 2015), however, future research analyzing the influences of student demographics and other individual-level variables on community engagement course outcomes may produce even more robust and informative results, especially in the liberal arts.

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Table 1: Outcomes by service learning hours (reported in percentages)

	10 (<i>n</i> = 180)	15 (<i>n</i> = 208)	20 (<i>n</i> = 141)	25 (<i>n</i> = 75)	≥30 (<i>n</i> = 136)
Pedagogical Effectiveness	75.7* (<i>SD</i> = 15.6)	80.7 (<i>SD</i> = 13.8)	83.5 (<i>SD</i> = 11.1)	85.4 (<i>SD</i> = 11.6)	83.9 (<i>SD</i> = 14.4)
Civic Engagement	83.2* (<i>SD</i> = 11.2)	86.7 (<i>SD</i> = 10.7)	87.2 (<i>SD</i> = 10.6)	87.4 (<i>SD</i> = 9.0)	86.4 (<i>SD</i> = 11.1)
Professional Development	72.8* (<i>SD</i> = 17.1)	77.7 (<i>SD</i> = 15.4)	80.8 (<i>SD</i> = 14.1)	79.1 (<i>SD</i> = 15.1)	78.2 (<i>SD</i> = 17.1)

*Scores are significantly lower than the others, $p < .05$

Table 2: Outcomes by reflection activities (reported in percentages)

	One (<i>n</i> = 125)	Two (<i>n</i> = 263)	Three (<i>n</i> = 210)	Four (<i>n</i> = 89)	Five (<i>n</i> = 53)
Class Effectiveness	70.4* (<i>SD</i> = 18.4)	80.8* (<i>SD</i> = 12.1)	83.6 (<i>SD</i> = 11.3)	86.4 (<i>SD</i> = 11.9)	85.9 (<i>SD</i> = 11.5)
Civic Engagement	79.5* (<i>SD</i> = 13.8)	85.2* (<i>SD</i> = 9.4)	88 (<i>SD</i> = 10.0)	90.4 (<i>SD</i> = 9.0)	89.5 (<i>SD</i> = 10.1)
Professional Development	69.4* (<i>SD</i> = 19.4)	75.1* (<i>SD</i> = 14.8)	79.5 (<i>SD</i> = 14.2)	84.2 (<i>SD</i> = 14.7)	82.1 (<i>SD</i> = 16.2)

*Scores are significantly different lower than the others, $p < .05$

Table 3: Regression on Outcomes by Reflection Activities and Service Hours

	<i>B</i>	<i>SE B</i>	β	<i>T</i>	<i>p</i>
Pedagogical Effectiveness					
Class Discussions*	2.34	.26	.31	9.14	.00
Conversations*	.99	.22	.15	4.50	.00
Reflective Writing*	.52	.19	.09	2.69	.01
Academic Papers**	.39	.20	.07	1.9	.05
Art Projects*	.61	.24	.09	2.59	.01
Service Hours*	.40	.07	.20	6.01	.00
Civic Engagement					
Class Discussions*	1.14	.28	.19	5.45	.00
Conversations*	.71	.18	.14	4.01	.00
Reflective Writing*	.73	.16	.17	4.59	.00
Academic Papers	.25	.16	.05	1.51	.13
Art Projects	.09	.19	.02	.47	.64
Service Hours*	.16	.05	.10	2.93	.00
Prof Development					
Class Discussions*	1.40	.31	.16	4.49	.00
Conversations*	1.08	.27	.14	4.05	.00
Reflective Writing*	.63	.24	.10	2.65	.00
Academic Papers	.44	.25	.07	1.80	.07
Art Projects	.20	.29	.03	.70	.07
Service Hours*	.344	.082	.15	4.22	.00

*Significant at $\leq .01$ **Significant at $\leq .05$